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The Profession in Crisis

(Editor's Note: The following are two of the talks given in what Robert Fitzhugh has characterized as the "excellent" program of the Penn. CEA, Gettysburg College, April 28. Other talks given at this conference will appear in future issues of THE CRITIC.)

In contemplating the profession in crisis, it is necessary to bear in mind that crisis is perennial with us. There can be scarcely a one among us whose recollection goes back to a time when there was not a crisis. Such a state, indeed, is inevitable in view of the limited and often confused mandate which we and all teachers hold from society. Finally, it is to be suspected that if a state of crisis did not exist, we should be obliged to invent it, in order to create that state of tension under which we do our most creative work.

However, it is true that there can be both too much crisis and the wrong sort of crisis, and that, I assume, is our problem today. There are four general areas where the problem of our present and our future seems particularly acute. 1) The area of the oath, or since oaths are relatively unimportant in themselves, the area of growing pressure toward absolute conformity. This strikes at the very heart of the teaching profession and of the teacher's personality. The instant the study of literature is reduced to the absorption of iron-clad doctrine, it ceases to exist. 2) The area of narrow vocationalism. There is a strong tendency to eliminate as 'frills' all aspects of education which do not contribute directly toward the doing of a job. The so-called liberal arts function of education is in danger of being lost, and since in many institutions teachers of literature are almost the sole purveyors of that kind of education, this is indeed a crisis-point for us. 3) The area of professional insecurity. This speaks for itself. There is less of crisis here than of continuing problem. Like Alice in Wonderland we have to run very hard even to stay where we are. 4) The area of sterility. Perhaps we do not often think about it, but one of the most rewarding aspects of our profession is a proselytizing one; almost unconsciously we seek to find others like ourselves whom we can bring into a way of life which we think is the best there is. The worst result of a state of crisis involving the difficulties mentioned above is that it renders the profession so insecure and unattractive that we lose even those dedicated individuals who would normally come to us. And without egotism we are bound to say that the diminution of our ranks produces ultimately a diminution of society quite out of proportion to the numbers lost.

GEORGE J. BECKER
Swarthmore College

No one can doubt that women are at a disadvantage in securing college positions, in keeping them, and in gaining advancement in them. As one of my colleagues—a man, not a woman—put it, women are really marginal employees in college and university teaching. They are taken on when there is a boom in students and a shortage of qualified teachers; they are dropped, in general, before others when enrollments shrink. We can illustrate that from the experience of the depression years. In one English department that I know of there were in 1930 eight women, all of them instructors. By about 1935 there was only one remaining. That situation was not, as it happens, a simple instance of bias against women. Most, not all, of the women in that department had less seniority than most of the men. And as far as I know no women of outstanding ability were dropped.

On the whole, though, it is easier for an administration to drop women than it is to drop men—quite naturally. They are less likely to have dependents. More important, it is thought that less hardship will be caused for women: if they lose their position someone will take care of them. They can go to live with relatives, it is supposed. So can a man, of course (theoretically, at least). It may be psychologically very destructive for either man or woman to have to do this. But it is unquestionably true that in our present society the humiliation of dependence is far greater for men under these circumstances.—I do not speak of what ought to be, but about what is.

This is one reason why I feel that the solution to the problem of security and opportunity for women in college teaching cannot well be attacked directly but must await the solution of certain other problems. I suppose if we chose we could band together as a pressure group and chant slogans—More and better professorships for women, etc. Or we could exert ourselves to stimulate students to demand equality of women with men on their faculties. We could do this—but I am not at all sure that we should. The position of women in college teaching is, after all, improving steadily—which is more than can be said in these days of many other situations that need improving.

If we can improve general policies throughout the profession on appointments and dismissals, for instance, we shall automatically improve the relative position of women. As few appointments are being made now, that question can wait. But I should like to raise the question of dismissal policies in colleges. At the present time many staffs are being reduced materially. It is reported that some institutions are reducing their faculties by as much as 25 percent.

Texas Conference Resolutions

The Conference of College Teachers of English, organized April 28-29, 1933, held its annual meeting on March 30-31 in College Station, Texas, with the A&M System of Colleges as hosts. Dr. J. Q. Hays (A&M) was general local chairman. Dr. Troy C. Crenshaw (TCU) was program chairman. In the absence of Dr. E. E. Leisy (SMU), Conference president who is now lecturing in Vienna and Frankfurt, the business sessions were presided over by Dr. Truman W. Camp (Texas Tech.).

The "Founding Father" of the Conference, Dr. R. H. Griffith (University of Texas) attended all the meetings, was on the program, and was singled out several times for honors. Among the distinguished guests were Miss Mattie Sharp Brewer (Thomas Jefferson High School, San Antonio), Chairman of the Committee for the Integration of the Teaching of English in High School and College; Dr. Lee Wilborn, Director of Curriculum in the Texas Education Agency; Dr. H. T. Manuel, member of the Texas Commission on Education; and Dr. T. V. Smith, guest speaker at the Conference luncheon, author, politician, and teacher.

The climax of the morning was a panel discussion with participants Professors R. H. Griffith of the University of Texas, J. Q. Hays of A&M, Ina Beth McGavock of Trinity University, Cothurn O'Neal of Arlington State College, and Johnnie Shirley of Tarleton State College, and moderator, Autrey Nell Wiley of the Texas State College for Women. The subject was: "The Proposed Law for the Certification of Teachers of English."

Council appointments announced were Vice-president, J. Q. Hays, and Secretary-Treasurer, Margaret Lee Wiley. The Conference elected as President, Professor Autrey Nell Wiley. New councilors elected were Professors L. N. Wright of Southwest Texas State Teachers College, Jane Etheridge of Kilgore College, and George Bond of Southern Methodist University.

The following resolutions were passed:

1. Resolved, that a teacher's certificate be granted to the ap-

Granted that faculties should, where possible, resist that method of balancing a university budget. Administrative officials should learn that treating faculties as what one of my colleagues called "seasonal help," to be assembled hastily in fat years and dispersed in lean ones, is no way to build a good faculty.

Nevertheless, being realistic, we know that reduction of a staff is sometimes necessary and is certainly now taking place. When this occurs, the department chairman or personnel committee, or some other appropriate group

Continued on page 8

who receives a bachelor's degree with the following general program:

(1) Core of general education: 42 (48 in the TEA Guide to Study, p. 18)—60* hours. (Many departments generally will see the wisdom of recommending a minimum of 60.)

(2) Professional education: 18 (Provisional)—24 (Standard) hours, including practice teaching.

(3) A major in a subject-matter field: at least 30-36 hours.

(4) A minor in another subject-matter field: 18 hours.

(5) Sufficient electives to add up to the number of hours requisite for the standard bachelor's degree.

2. Resolved, that any teacher working for a master's degree or for additional endorsements should take in subject-matter fields at least two-thirds of the amount of work required for the degree.

3. Resolved, that any group or board which will control the setting up of certificate regulations, approval regulations, or accrediting regulations should have a broad base, including in its membership individuals who represent the humanities and the sciences, as well as the education departments.

4. Resolved, that for effective instruction in English in our schools, Set II of the proposals, calling for detailed requirements in specific subjects (proposal II, K. English) as outlined in the TEA bulletin TOWARD PROFESSIONAL COMPETENCE FOR TEACHERS, pp. 28 and following, be endorsed as unquestionably preferable to Set I, Flexible Requirements, Broad Fields, as set forth on pp. 26, 27.

5. Resolved, that the standard and professional requirements apply also to teachers of English in departmentalized junior high schools.

6. Resolved, that twelve semester hours of college courses in foreign languages be required.

7. Resolved, that the President of the CTE be empowered to request representation for our organization at all future conferences on the certification of teachers.

8. Resolved, that the President of the CTE be empowered to inform such kindred organizations as the Texas Academy of Science, the English Workshop Conference, the College Classroom Teachers Association, the Texas Mathematical Society, and the Texas Historical Society of these resolutions and request their cooperation in effecting the purpose of these resolutions.

The luncheon address, "Poetry, Politics, and Philosophy," was by Dr. T. V. Smith, Syracuse University. (See p. 7, cols. 3-4)

The annual meeting in 1952 will be held in Dallas, with Southern Methodist University as host.

MARGARET LEE WILEY
Secretary-Treasurer,
CTE

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What Is Wrong With Our Profession?

The March issue of THE CRITIC was in my opinion the best in years; several articles made me want to grab my pen and jump into the fray. Miss McGavock's plaint made me long to comfort her by saying (what in my experience is true) that freshmen didn't know any more grammar twenty years ago than they do now; and by observing, in general, that the "good old days" never were. Mr. Leisy's point about preparing students for the teaching of high school English struck a more positive note of response. New York State requires such a course, and I taught it for nine years—at first under protest, later with pleasure and a feeling that something was actually accomplished. Where such a course is not required, or where it is not taught by someone from the English Department, that department should make an effort to see that it is required and is so taught.

But it was Letter No. 4 on the front page that really got me. I am sure the writer spoke for many persons, and that the picture he paints is not exaggerated. As head of the English Department in a small college (before I voluntarily joined the ranks of unemployed English teachers, where I have involuntarily remained), I received well over a hundred unsolicited letters of application during each of the two years preceding the current one. This year, of course, the situation is even worse. The fact is that although we have been complaining for years that the most able young men and women were being lured into other professions or into industry and business by the promise of greater tangible rewards, we have often failed to find a place for such people when they have wished to join our ranks.

To be sure, not all the blame for present conditions belongs to the profession. Some of it belongs to the Russian government (and some to the United States government) for the current world chaos—though whether this need have produced so much internal chaos is a question. And some of it belongs to our "free enterprise" system, upon which war or rumors of war inevitably beget inflation, which in turn confronts the colleges, especially the private colleges, with almost insoluble problems. (It seems to me that our whole system of higher education must eventually be tax-supported to a great degree.) And of course much of the blame belongs to the American public, which values television more than education, and had rather support gamblers than teachers. (A considerable part of this public has been through college; could we have done more than we did to give them an adequate set of values?)

None of these things can be changed (except possibly in the long run) by college teachers of English. Other branches of the teaching profession suffer from them equally. Perhaps when we feel like complaining, we should remember the men in Korea who are fighting and dying in a war that progressively makes less and less sense (and try to forget that nearly everybody else on the home

front seems to be making a good thing out of it).

But the writer of the letter makes a charge to which all this is irrelevant: namely, that in our profession the unfittest (from the point of view of reason and idealism) are most likely to survive, while the most intelligent and altruistic are eliminated; that the best teachers generally do not get the best jobs, and that the prospectively best teachers often do not get jobs at all. And this charge, I think, is to a great extent true. But one may ask (without implying an answer) whether it is not equally true in other branches of teaching, and perhaps also in other professions and in business. And one may also ask (implying an affirmative answer) whether college administrators are not as much to blame as the profession itself? Are not deans and presidents, as a rule, afraid of teachers who are independent and idealistic, because such persons become "problems," by demanding that intrenched evils be attacked, urging that new ideas be tried, attracting unfavorable publicity (with its attendant financial threat) by defending unpopular ideas or persons merely because they think it right to do so?

Is there nothing wrong, then, with the profession itself? Yes, there is. First, we encourage people to enter it who are not fitted for it, who possess only mediocre abilities. We do this partly out of good nature, partly because we are flattered that our students wish to emulate us, partly because often our bread and butter comes from teaching graduate students and because we find it easier and pleasanter to teach them than to teach undergraduates. I do not advocate the arbitrary restriction of membership in our profession (following the notorious example of the building trades unions and the less obvious policy of the American Medical Association); but in a profession chronically overcrowded—as, by my experience, our profession has been for the last twenty-odd years—it seems merely good sense to refrain from encouraging those who are not specially gifted.

A second defect in the present system is that our current programs of graduate study are, as a rule, both unrealistic and un-idealistic. Of course (going back to Letter No. 3) a knowledge of economics and political science is far more valuable to the average teacher of college English than is a knowledge of Old French or Middle High German. It is even a fair question whether it is not more valuable than a knowledge of modern French or modern German (if a choice must be made). How many of us ever actually use the French and German in which we once had to pass examinations? (This is not an argument—assuming that the answer is "Very few"—for not teaching modern languages on the undergraduate level.) Likewise, a little knowledge of fine arts (say) is infinitely more important than a minute knowledge of (say) the pre-Romantic poets. And finally (not that the list is exhausted), a piece of

honest individual criticism of some important author would be vastly more valuable than the grubby and piddling research that seems to go into the general run of Ph. D. theses—which a former high MLA official once candidly described to me as "respectable mediocre chores."

The point of all this is, with reference to Letter No. 4, that the cut-and-dried, mechanical, restrictive, and prescriptive Ph. D. program that appears generally to prevail at present, attracts and provides a refuge for intellectual and moral mediocrity, while it repels and discourages genuine ability. In this connection, however, I ought to say that some of my best friends are graduate school teachers of English; and that my own graduate work at Minnesota some twenty years back was at almost all points enjoyable as well as rewarding. But accounts that I have heard from friends and acquaintances compel me to conclude that this was a rare experience.

These two evils (there are doubtless many others) do lie within the power of the profession to correct. It is precisely such evils that the CEA was formed, and has tried, to overcome. But it is well for us to be reminded from time to time (though I do not say, or think, that our efforts have been wholly fruitless) that the battle is still only begun.

ELLSWORTH BARNARD
Ashfield, Mass.

"Power to the committee recommending a limit of eighteen students in any composition class! How can any one—even one who really likes to teach freshman composition—do justice to three sections of thirty students each?"

I heard General Hershey today at Seton Hall, and he was encouraging. No freshmen, at least, will be taken next year. He looks for fewer inductions in coming months.—J. G. Eaker

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On Feather-Bedding

In remitting the fee for my membership in the Association, I avail myself of your invitation to comment on the affairs on our campus. I don't normally do much muttering about the bad times. I am, therein, very much like the thousands of other college teachers who look on wistfully at the economic astuteness of other trades and the neatly organized watch dogs or lobbyists of the sister professions.

Like most college English departments these days, ours is feeling the war-time trend away from the humanities, let alone the actual decrease of enrollments in general. Five or six instructors and an assistant professor are to be sacrificed here, and possibly more. Most of them are pretty capable, eager young chaps who first headed into this game when you and I fired them with the traditional passion for letters and its concomitant zeal to teach.

Where these men will go isn't too clear; many of them are Ph.D.'s and have spent three or four years beyond college training for this great day. They and their wives have endured privations to follow a calling which they had hoped justified a little extra grit. The fulfillment of this pluck and individuality is the answer they are getting from university administrations: a busy shrug and an implied, "My God, do you expect us to make a job for you?"

From the trend in administrative feather-bedding in so many universities, I have seriously wondered why only the business side of an institution of higher learning succeeds in this ancient science of caring for its own. Never in my years of teaching has a Reg-

istrar's Office, Dean of Men's Office, Comptroller's Office, Alumni Office, Admissions Office, Public Relations Office, Vocational Guidance Office, Purchasing Department, Student Life, and a few other of the hydra-headed complex now known as a university administration fired a solitary member of its personnel above a junior stenographer or a janitor. I know the old arguments for the irresistible spread of this "non-teaching faculty." Sometimes they are based on a legitimate emergency—such as the increased routine necessitated by veterans' affairs. But most of those excuses are temporary; and the enveloping process continues long after the modicum of resistance has been absorbed. In our institution, one witnesses this wonderful process at a time when long faces are being pulled everywhere over the radical cuts down the line of "teaching faculty."

Well, that is my point; not a new one, just an old gripe among many of us. But it is also one which appears to me to be an orphan in the busy family activity of professional organizations. We have our polite AAUP's, our scholarly congregations of truth seekers, our college conferences, and associations for exchanging shop talk—even our Phi Beta Kappas—and in none of these can a finger be raised to justify the ways of our profession to the unhappy apprentice or journeyman who faces no job. The CEA maintains a sort of job exchange which serves a very useful function. But this, I think, does not pretend to be more than a clearing house.

Must the desk job up in our stream-lined Old Administration Hall be the answer for a man bred to college work? Certainly up there, the market doesn't rise and fall so capriciously with the index of livestock on the hoof. Up there a mere fluctuation of freshmen candidates doesn't disturb the confraternity of college business men too much. Perhaps feather-bedding is almost as uncouth a word to our well-bred sensibilities as "unions", but it's the way the crude laboring class keeps from starving.

I have taken far more liberty in this letter than your courteous invitation in the circular called for. But since I have a strong hunch that I speak on a problem scarcely limited to my college, perhaps it can be justified.

Gripes and Grieving

You are to be congratulated on the way things are going with THE CRITIC. It's a lively, useful organ of pedagogical—and sometimes other—opinion in our field.

The Fault, Dear Brutus

I am sure many of us were stimulated by letter number 4 on the first page of the March CRITIC. The fact that "Good people are either leaving or, worse yet, never entering the profession, in droves" is unfortunately as true as it has been for the past fifty years. I indicated my personal alarm concerning the loss of youth in the AAUP Bulletin back in 1945. Your March letter is the kind of bitter result of some of our past follies that might be expected. Certainly we are underpaid, unrecognized, shabby of clothes and dented of fender.

For a considerable number of years I was chairman of a department having from 17 to 25 individuals of the rank of Instructor or above. Because of the geographical location of my institution, most of our employing was by mail and much of it without benefit of a personal interview. We depended of necessity in most cases on the written words of the applicant for the initial introduction. In an ordinary year I received from twenty to thirty letters of application. One year, if my memory serves me correctly, I received more than fifty. For various reasons other than the smallness of pay we had a fairish turnover, sometimes running as high as eight new staff members per year, and so we might well be considered a good market.

Yet of all the applications received from these people supposedly trained in the nuances and facilities of the English language we could usually eliminate a heavy percentage on the basis of incompetence in the preparation of a letter of application. So exasperated did I become on one memorable occasion when I had received a blotched, misspelled, non-sequitur, bombastic, wise-cracking, hodge-podge of illiteracy that I answered the sender with a curt note in which I intimated that far from approving his application as a teacher of literature and writing, I considered him a disgrace to the

One gets here the feel of the pulse of his brethren in our great confraternity in a unique way. At least I am not aware of any other publication that performs just this service of rather unfettered expression.

The labor unions have an institution they call "grieving," whereby at certain times meetings are turned over to those who have gripes and grieves. The CEA CRITIC affords opportunity for just that sort of thing as occasion offers. It's a good healthy outlet as I see it. And I can say this, even in view of my own private conviction that some of the other fellow's gripes are more or less imaginary: for example, I find that most of the fuss raised over the present Ph.D. degree is if not moonshine, at least, founded on not a little misapprehension and misinformation. But that's all right. In the end good is bound to come from such discussion.

S. D. THORPE
Univ. of Michigan

grade school from which, I presume, he had graduated. I shouldn't have done it, of course, because he retaliated with a list of publications and testimonials to his ability as a writer and his excellence as an appreciator of literature! The fact that nobody would have guessed it from his first inept approach he considered beside the point.

I have an honest and grave fear that many of our potentially good teachers have difficulty securing positions because of carelessness or embarrassment in the initial approach.

The point need not be belabored further, but for practical purposes perhaps we could promulgate a few clear suggestions that might be of help. Here is a beginning list of antipathies.

1. The obviously routine enquiry, "Dear Sir: Do you have an opening?"—Nobody will bother to pursue such a cold trail unless he is indeed desperate. The first introduction must be convincing and clear.

2. The mimeographed dossier of accomplishments and background, unless it is accompanied by a warm, literate and thoughtful letter obviously directed at the specific institution to which it is sent.

3. The "cute" letter that is too warm and too personal and is based on social rather than business and professional premises.

4. The letter that is sloppy, incoherent or indeed merely "hasty" in its appearance. Anyone who denies that physical appearance is of importance in the initial document is dishonest with himself and unrealistic about the academic world in which he proposes to live. Either characteristic is dangerous in a teacher.

These points influencing judgment, although they may not be the most important, are certainly common in my experience.

WILLARD WILSON

University of Hawaii
(Prof. Wilson is dean of student personnel)

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Lay On, McCue

The observations on Allen's *English Grammar* published by George S. McCue (March, 1951, CRITIC) should have been made long ago. Mr. Allen's reply is negligible, and should not be permitted to obscure McCue's just appraisal of the work, one with which most professional students of the English language will agree. As McCue points out, the *English Grammar* is not an accurate description of Standard English, but a mingling of accuracy and inaccuracy whose overall effect is to be simply untrue. Its "principles" and categories are not derived from an inductive study of the language, nor do they lead to an understanding of it; they are in this presentation infused by the moralism which is found in so much English teaching and has no place there.

It is not presumptive of McCue to condemn the book; nor is he, in condemning it, condemning or rejecting the study and teaching of grammar. It is presumptive of Allen to prepare such a book in total disregard of modern linguistic study, for the subject-matter of the book is linguistics. It is hard to imagine another field in the colleges and universities where a book like this would be seriously considered or generally used; a parallel in geology would be an exposition of geophysics based on the notions that the earth is flat and that the sun and planets circle about it. Allen's *English Grammar* is regrettably inaccurate in detail, prepared without reference to a mass of scholarly research on its subject-matter, dogmatic where dogmatism is inappropriate, and "authoritative" although it has no grounds for claiming authority. Its apparently wide sale and use are embarrassing evidences of the tendency of English teachers to be fooled by loud claims of authority and righteousness, however specious these claims are. McCue was, if anything, too kind to it.

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Language and Science Have Similar Laws

It is now a common notion that the existence of a deviation from a rule of grammar invalidates the rule. The finding of a so-called error in the writings of an otherwise flawless author allegedly has the effect of nullifying the generalization. As a result of this reasoning, few "rules" in a handbook of usage now seem tenable unless hedged with cautionary, delimiting remarks. There is a tendency to assert that all rules are unwise. "In view of these observations on current usage," one teacher has written, "one wonders whether he has the right to follow the dicta of the prescriptive textbooks."

"Linguistic authoritarian" and other derogatory names have been applied to handbookmakers. Their books are said to indicate their compilers' love "for absolute and final authority." The objectors to prescriptive books assert that these works are "undemocratic," but it is interesting to note that democracy turns out to have an "aristocratic" quality, for these persons require that decisions about usage be made on the basis of "fashion and good form": if "Time" magazine uses a locution or a punctuation formula, it is deemed better than a similar usage employed by college freshmen. By the critics' standard if applied consistently, there would be no errors at all, and the whole business of teaching language would be one of teaching expression.

One law of life is variety within a common mold. The human being can be described in general terms, his ordinary code of conduct can be defined within ethical boundaries, and every manifestation called human can be charted to a norm. The same generalization is true about natural phenomena. A radio repairman explained that my house circuit is for 110 volts but that the electric company is delivering 128 volts and that all my appliances work satisfactorily. The geneticist tells his students that chromosomes in gladioli appear in harmonic series, although he adds, often to himself, that deviations are numerous.

The teaching of the natural and social sciences on the elementary level requires the teaching of norms, which are generalized rules or authoritarian standards. Mathematics is wholly prescriptive in this respect. The cataloging of living things into phyla and genera is wholly prescriptive. The assertion of the observable identity of physical phenomena under laboratory conditions likewise follows the prescriptive rule. Yet no scientist would deny the possibility of deviations; indeed, his knowledge of exceptions helps to give authority to his normative methodology.

Since language is the possession of every human being, and since—within the announced area of limitation—an inductive examination of each person's language is necessary to achieve a final answer to any linguistic investigation, a complete chart of usage (especially if it includes pronunciation) would be a bewildering document to present to a student. Anyone who examines the use of "good" and "well" in such a sentence as

"He plays good (or well)" and attempts to codify on a regional or national basis the strange mixture of usage and pronunciation is reduced to silence when discussing with students the principle of the correct use of these words. There is simply no discernible rule to be achieved on the basis of "fashion and good form"; there are no observable differences, qualitatively or quantitatively, in the levels of usage as determined by standards for differentiating classes of people.

In 1933 I published an essay to show that "ain't" appears in literature and in speech on all levels of usage, on all social levels, and in all English dialects. Dozens of locutions like "It is me" and "between John and I" similarly occur on all levels. It is apparent, therefore, that an unwise generalization resulting from the game of recording all usage is likely to lead to linguistic nihilism, to the idea that no objective standard of language norms exists. However fascinating (and, I think, fallacious) such a conclusion may be in philosophy, it would lead to chaos in the teaching process.

The practicalities of life require that norms be taught. There is no law about a nine o'clock retiring hour for children, a ten o'clock hour for early teenagers, and an eleven o'clock hour for adults. Yet these norms exist as a result of generations of experience. Language like sleep is a habit as well as a necessity, and each is practiced most happily when performed in relation to accepted norms.

It must be clear, therefore, that a handbook of language usage is not a destroyer of truth, a perverter of the facts, or an authoritarian prescription to remake the common speech into an ideal structure. Depending upon his awareness of the facts, the handbookmaker is trying to present those norms by which the learning, knowing, and using processes are simplified. That he should be working in harmony with the genius of the language goes without saying. But that he is following an approved and necessary method also is obvious.

Norms and the whole truth are not identical, nor is it possible to deal with the whole truth in presenting statements about language usage in the brief compass of a grammar or handbook. Such a book as Ralph B. Allen's "English Grammar" must present "a systematic and formal study," should state that the decisions (or rules) in the book represent "the formal language of educated people" or some other norm, and should be consistent in its application of its stated principle. The extent to which variations from the norm are recorded is wholly a matter of an author's discretion. It is the privilege of users to disagree with the norm chosen by an author, but that a norm is necessary is as true in language study as in any other scientific work.

Science is merely codified knowledge, and codification is achieved by employing an established principle involving norms. Learning (that is, science) begins with the

McCue "shouldn't ought to . . ."

Prof. George S. McCue's witty but perhaps unwise review of *English Grammar* by Ralph B. Allen—no relative of mine—which appeared in the March CRITIC has already been answered by the author himself. I feel, however, that there is room for another partial answer on a slightly different basis.

Mr. McCue's primary objection is that while he infers from part of one sentence in the introduction that the *Grammar* is intended to be iconoclastic and, as he says, "to shock schoolmarm," it is actually a reference book of correct and conventional usage. His inference is quite unwarranted. The introduction states in some detail the purpose of the book and specifically describes it as suitable for use "in the senior year of high or preparatory school or in the first year of college." This is not a study for professional linguists, designed to tabulate extremes of usage and regional variants. It is for the student at or below the college level. What the college freshman asks when he turns to his grammar for reference is not, "How wide are the limits to which I may go?" but "What is the best, most accepted usage here?" This information Mr. Allen's grammar supplies.

The sinister part of Mr. McCue's review, beyond its unjustified attack on this book, is its implication that the serious study of formal grammar is so ridiculously old-fashioned as to deserve our laughter and scorn. If we may judge by the post-war freshmen at the colleges where I have taught, his attitude must be currently shared by most high-school teachers of English. Unfortunately, many "rhetorics" prepared for first-year college use either subscribe to this view of the unimportance of grammar or else assume that grammar has already been mastered. As a result, we have a generation of students many of whom cannot spell, punctuate, or write simple sentences correctly, even in English courses; and to what depths of illiteracy they sink in courses where they feel that English doesn't matter, our colleagues in other departments often indignantly show us. Mr. Allen's *English Grammar* is one man's attempt to help check this tendency. Mr. McCue's review seems to encourage it to roll on unchecked.

If I have any objection to lay before Mr. Allen, it concerns not his book but his reply. Surely the current freshman idiom is not, "he shouldn't ought to have did it" but instead "he shouldn't ought to of did it."

ELIOT D. ALLEN

University of Massachusetts

discovery of identity in difference and proceeds to find principles of order in an otherwise chaotic set of phenomena. To the extent that a book—even a handbook—helps present a tenable ordering of phenomena it follows scientific method.

HARRY R. WARFEL
University of Florida

CEA REGIONAL ACTIVITIES

California CEA

The winter and spring season of regional CEA meetings has yielded a bountiful harvest. It has been a bumper crop in at least three respects: (1). in total number of meetings—eight; (2). in number of meetings on a single day—three, on April 28 (NECEA at Mount Holyoke; Penn. CEA at Gettysburg; Chicago CEA at Roosevelt); (3). in volume, worth, and effectiveness of presentation. Because of (3). the present CRITIC can merely suggest the range, richness, and variety of the regional discussions. It must leave most of the material for future treatment in its columns.

The newly formed Southeastern CEA led off with a fine first conference at Georgia Tech., on February 19. The California CEA came next, with a meeting at San Bernardino Valley College (March 10). In April, in quick succession came the Middle Atlantic meeting at Western Maryland (April 21), and the three meetings already mentioned, on the 28th. On May 5, the NYCEA met at Syracuse. The season closed with a two-day conference of the Indiana CEA, at Anderson College (May 11-12).

In addition, the national office and THE CEA CRITIC cooperated with the Texas College Conference of Teachers of English—by way of advance publicity on their annual meeting of March 31. That this cooperation has proved helpful may be gathered from comments we have since received. Margaret Lee Wiley, secretary-treasurer of the CCTE, has expressed "appreciation for your interest in our program," and, following a similar note of appreciation, Audrey Nell Wiley, president of the CCTE, has added: "I value the contribution that the CEA makes to our profession."

Because of the nationally interesting discussions at the CCTE, THE CEA CRITIC intends to give considerable space to them. It makes a start in the present number.

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The spring meeting of the Southern California section of the College English Association was held on Saturday, March 10, 1951, at San Bernardino Valley College. Dr. Lionel Stevenson of the University of Southern California presided. There were in attendance forty-one representatives from the following institutions: California State Polytechnic College, Chaffey Junior College, Claremont College, Immaculate Heart College, La Verne College, Los Angeles State College, Loyola University, Mt. St. Mary's College, Pasadena City College, University of Redlands, San Bernardino Valley College, University of California at Los Angeles, University of Southern California, and Whittier College.

The meeting was opened with greetings from the president, Dr. Stevenson. The minutes were read and approved. An announcement was made that the College English Association would accept the invitation of the University of California at Los Angeles to hold the fall meeting on that campus. The tentative date was set for November 17. Dr. Stevenson also noted that reservations would be made earlier for the fall meeting.

Dr. Stevenson then introduced the morning program by pointing out that English as taught in college generally fulfills one of three purposes: It may be thought of as a general education discipline, as training for specialists, or as a preparation for professions and careers outside the field of English. The fall meeting in 1950 had for its theme, "General Education." The spring meeting was planned to discuss the third interest, "English in Technical and Professional Programs."

Dr. Stevenson then introduced the first speaker, Dr. Thurston B. Swartz of San Bernardino Valley College, who spoke on "English for Commerce." Dr. Swartz brought out that the teaching of English should not be directed toward certain fields exclusively. He stated that the value of English in commerce is actually the training in English composition which it furnishes. The Business English course should be one which provides the essentials of usage for all the needs of the business world. Clarity and conciseness, not literary quality, is the norm for the Business English student. Through the course in Business English should be developed such qualities as a keen imagination, a sense of humor, a code of ethics, a knowledge of practical psychology, and courtesy.

Mr. Orrin Evans of the School of Law, University of Southern California, gave "English for Law" as the second address. Mr. Evans stated that the nature of the lawyer's work would suggest certain emphases in the teaching of English. The lawyer must be able to make careful use of English. He needs work in vocabulary, in critical reading of texts, in study of the exact denotation and connotation of words, and in the careful discrimination of related ideas. He needs the ability to sift, select, and arrange materials. He needs an understanding of people for which literature may provide case studies. The pre-legal

student should be directed into fields noteworthy for their difficulty, and urged to take courses from inspiring and difficult teachers.

The law school enjoys certain advantages in its teaching in that it has the backing of a strong professional group for the law school requirements, and also in that its demands lead directly to the means of livelihood for the students. Mr. Evans concluded by remarking that in order to provide the pre-legal training desired, law schools could enter the field of pre-legal training or could set up entrance examinations in the various fields. However, perhaps neither of these plans would be desirable.

"English for the Armed Forces," the title of the third address, by Dr. Mitchell Marcus of the University of California at Los Angeles, placed emphasis on the strong desire for clearer communication made evident by the new army handbooks. Dr. Marcus suggested that an analysis of David Klein's book, *Army Writer*, would be of value to all English teachers. Dr. Marcus suggested that the courses in composition should emphasize that phase of English with the supplementary readings used as models rather than as material for discussion. Writing instruction should stress logical treatment rather than the impressionistic handling of materials. By means of example Dr. Marcus brought out that effectiveness in sentence structure was essential, that diction drills should eliminate jargon but not the necessary technical vocabulary, that reader ease was the responsibility of the writer.

The afternoon session convened at 2 o'clock when an interesting discussion of the modern novel was given by Mr. Joyce Cary, famous English novelist.

SISTER MARY HUMILIATA.

I.H.M.

Immaculate Heart College
(Sec'y-Treas., Calif. CEA)

Chicago CEA

"I can report that the meeting of the College English Association on April 28 was tremendously successful. We had papers from William Van O'Connor, University of Minnesota, Herbert Lamm, University of Chicago, and W. R. Keast, University of Chicago, analyzing from different points of view Wallace Stevens' "Thirteen Ways of Looking at a Blackbird." After each paper there was a discussion and after the last paper the meeting was thrown open to all for extended discussion. Everybody agreed that it was an excellent day.

Officers were appointed for next year: Kendall Taft, Roosevelt College, president; Robert W. Frank, Jr., Illinois Institute of Technology, vice-president; Benjamin Lease, University of Illinois, Navy Pier, secretary-treasurer.

HOWARD F. VINCENT

Illinois Institute of Technology

"I was particularly pleased to see a good many "first-timers" in the group, as well as the representatives from schools outside the immediate Chicago area—Valparaiso, Illinois Wesleyan, and University of Wisconsin Extension at

Milwaukee. The officers, I thought, arranged a very stimulating program, and much credit should go to Messrs. Vincent, Douglas, and Workman for making and successfully carrying out the plans for this program. The comments I heard between sessions and after the meeting were uniformly favorable."

KENDALL B. TAFT
Roosevelt College

Middle Atlantic CEA

N. Bryllion Fagin, regional president, has written: "The delegates left feeling that CEA is doing important work." Bob Fitzhugh, who, with Tom Marshall, represented national CEA at the meeting, has singled out the luncheon talk for special praise. (To be published in later issue of the CRITIC.)

One of the favorable regional developments this season has been the readiness of officers of other organizations to call to the attention of the members of their groups the values of the CEA and of THE CEA CRITIC. Both the Texas CCTE and the Colorado-Wyoming Academy of Letters (meeting at the University of Denver on May 5) are examples. Already the results justify the effort.

Although, beyond the Southeastern CEA, no further new regional CEA affiliates have made official and public appearance, much work has gone into the formation of such units, and considerable progress has been made. Here we may look to a fall, rather than a spring, harvest.

Dear Mr. Madeira:

The situation here has become more precarious since the Annual CEA Meeting because of heavy and continuing drops in enrollment. Official estimates of the cut in our staff range from 20 to 35 per cent for next fall.

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NECEA

About one hundred and seventy-five members attended the NECEA spring meeting at Mount Holyoke College. For some of the sessions—notably that in which Wallace Stevens presented his address "Two or Three Ideas"—attendance was even larger—according to some estimates, about 300. Prepared especially for the occasion, Wallace Stevens' address is to appear as a CEA Chap Book. (While he was speaking at Mt. Holyoke, William Van O'Connor, Herbert Lamm and W. R. Keast, at the Chicago CEA meeting, were discussing his "Thirteen Ways of Looking at a Blackbird.")

Himself past Program Chairman, Norman Pearson has characterized the meeting as the most successful thus far. Henry B. Williams (Dartmouth), who served as chairman for the panel discussion on "Drama, Theatre Arts, and the Liberal Curriculum," has written: "It was great fun at Mt. Holyoke and my wife and I enjoyed ourselves tremendously. I don't recall ever being so graciously treated in any similar situation and I am most happy that I am now a member of this organization."

Greetings by President Roswell Ham, of Mount Holyoke, and Prof. Leslie G. Burgevin, Chairman of the Department of English, opened the conference. Program chairman Alan McGee presided at the opening session. William G. O'Donnell (Univ. of Mass.) was chairman of the session on teaching James Joyce's *Ulysses*; Curtis Dahl (Wheaton), of the session on the educational value of the general examination; Frederick S. Troy (Univ. of Mass.), of that on the teaching of Pope. Because of illness, C. L. Barber (Amherst) did not participate in the Joyce discussion. Virginia Prettyman (Wellesley)—not Katherine Balderston, as earlier announced—was third participant in the discussion of the general examination. Following an informal reception by the Mount Holyoke Department of English and a dinner at Mead Hall, Sydney MacLean (Mount Holyoke) introduced Peter Viereck, who spoke on "Keeping a Free Society Free."

Politically, Prof. Viereck pointed out, freedom "depends upon various kinds of balance, between liberalism and conservatism, between individualism and state security." The British Labor government, he suggested, may now have swung too far in the direction of security.

"But it is not enough to have political civil liberties," the speaker continued, "if America becomes culturally more standardized, stereotyped and mechanized." He predicted that, if we "go Hollywood," we will lose our cultural freedom.

However, according to Prof. Viereck, there is hope of a spiritual reawakening in the U. S. He suggested that, now that we have conquered our country's geographical and material frontiers, we might turn to "internal frontiers," and increase our national interest in sculpture, music, literature and painting.

It was voted to accept an invitation to hold the fall NECEA meeting at Emerson College. Three other invitations for future NECEA meetings were placed in the hands of the officers and directors for later action.

CEA REGIONAL ACTIVITIES

Parts of Peter Viereck's essay "The Education of a Poet" (*Atlantic Monthly*, March, 1951) are drawn from his study of mid-century revolt in poetry in the symposium *The Arts in Renewal*, published last March by the University of Pennsylvania Press. Mr. Viereck tells us that *The Arts in Renewal* is "good for classroom use."

On May 22, at Kingston, the Department of English of the University of Rhode Island was host to the annual meeting of the Rhode Island Association of teachers of English. Nancy Potter served on the committee on arrangements. In his talk, Max Goldberg, the guest speaker, paid tribute to Walter Simmons, Warren Smith, Paul Reynolds, and other members of the host department for their staunch support of regional and national CEA activities.

NYCEA

The meeting of the upper New York State branch of the CEA was held on Saturday, May 5, at Syracuse. In the morning many of us attended the N.Y.C. of T.E. and listened to some of the problems raised by high school and college teachers. The ability exhibited by many to skirt the issue of college preparation and measures of competence for those who hope to attend college was a little depressing. But the issues were raised and raised again by people like Prof. Lucyle Hook.

The meeting of the CEA was attended by somewhere between fifty and seventy-five people. Prof. Sanford Meech presided as moderator, and the program was a panel discussion of the question "The English Concentrator's Program and His Vocational Problems." Prof. William Sale, Jr., of Cornell spoke on the philosophy behind the teaching of English. Prof. Jonathan Kistler of Colgate spoke about the problems of a liberal arts college. Prof. George Kahrl of Elmira spoke about the special problems in a women's college and Prof. Ralph Tiejie of the unresolved questions which face the young state college which draws on a special group distinctly vocational-conscious.

The discussion from the floor was brief, and no one answered the question as to why English should be taught. The impression I received was that people felt the subject alone justified its existence and that each man worked matters out in his own way with his own students and in his own interests. This, however, is a distinctly personal reaction. Frankly, I was disappointed in the failure to face the problems which many liberal arts concentrators worry about today.

The questionnaire, very brief and somewhat inadequate, which we sent out, drew some interesting replies, but the best was a pamphlet from Prof. Short at Hofstra which shows, I think, how intelligently one college is facing the question of how a course of study, centered around some of the liberal arts (English in this case), may serve practical ends. We at Rochester were so impressed that we have prepared the same brochure for our advisees, class officers and deans.

From the general tone of the meeting I would have believed that

we cannot serve Literature and Mammon, but most college graduates today feel that it is best to eat if they are expected to serve literature or anything else.

We elected officers for next year: Prof. Ralph Tiejie of Champlain, president and Prof. Sanford Meech, vice-president. After the close of the meeting, Prof. Meech entertained those who stayed for the evening meeting at his home. The group had dinner at the Men's Faculty Club. After dinner there was a brief discussion of the best time of meeting and the number of meetings possible during the year. The consensus of opinion was in favor of one annual meeting and that a fall meeting was most suitable.

(Adapted from informal report by retiring regional president, Kathrine Koller.)

Indiana CEA

On May 11 and 12, the Indiana CEA held its sixteenth annual meeting—at Anderson College. Regional President R. W. Pence (DePauw) has pointed out that this affiliate has been "in existence long before the national organization," and that from the beginning, the name Indiana College English Association was used. An official report of the conference has not yet reached THE CRITIC office. But our files enable us to jot down a few notes—to tide us over.

Russell Noyes (Indiana U.), as CEA vice president, brought greetings from the national organization. He spoke of the growing CEA enthusiasm and CEA expansion in new regions.

"... I enjoyed myself, as I always do at these meetings, seeing old friends. We had an inspiring talk at the dinner—by Paul Landis, of Illinois. . . Next year we plan to meet at Hanover on the Ohio, one of the loveliest spots in our state. . ." —Russell Noyes.

The Indiana University annual Writers' Conference will be held at Bloomington from July 8 to 14. For further information, write to the Director, Writers' Conference, Indiana University, Bloomington, Indiana.

The third annual Writers' Conference to be held by the University of Notre Dame, June 25 to June 30, will have three workshops: Fiction, Poetry, and the Teaching of Creative Writing.

The staff in charge will be: Jessamyn West, novelist; Robert Giroux, Editor, Harcourt, Brace & Co.; Henry Volkening, Literary Agent; and Richard Sullivan, John T. Frederick, and John Frederick Nims of the Department of English, University of Notre Dame.

To receive critical attention at the Conference, manuscripts must be submitted by June 15. Write to the Director, The Writers' Conference, University of Notre Dame, Notre Dame, Indiana.

Purdue's first English Language Workshop (to be known as English 200) will be held from Monday, June 18 through Saturday, July 7. Areas of study are: elementary linguistics, historical and

comparative grammar, descriptive techniques, semantics, and trends in usage. For further information and for application blanks, write Dr. Russell Cosper, University Hall, Purdue University, Lafayette, Indiana.

A summer workshop in English will be held at Indiana State Teachers College, June 18 to July 20. For further information write Prof. George C. Smock, Department of English, Indiana State Teachers College, Terre Haute, Indiana.

The Purdue Department of English and the Purdue Memorial Union are completing a series of ten book reviews known as "Books and Coffee." Begun on February 20, the innovation was immediately successful, and average attendance has been about 125.

The University of Oklahoma Press has published a biography of Ambrose Bierce, by Paul Fautout (Purdue). The book was favorably reviewed in *Time*, April 2.

Purdue's annual literary dinner was held on Monday, May 21. Prizes were awarded to Purdue students, in the following fields: stories, poems, plays, essays, papers on human relations, on Indiana history, and on science. The dinner speaker was Warren Beck.

Fall CEA Meetings

Carrington C. Tutwiler, Jr., president of the Virginia-North Carolina CEA, announces that the annual meeting of his group will be held at the University of Richmond on November 17. Frederick Pottle will be the afternoon speaker.

Alan McGee, president of the NECEA, announces that the fall meeting of his group will be held at Emerson College, Boston.

The fall meeting of the California CEA is set, tentatively, for November 17, University of California at Los Angeles.

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Penn CEA

The fourth annual meeting of the Pennsylvania group of the College English Association took place at Gettysburg College, April 28, with Bruce Dearing (Swarthmore), president of the group, as presiding officer.

The morning session began at 10:30 with greetings from Francis C. Mason (Gettysburg), who was in charge of arrangements for the meeting, and Dr. Henry W. A. Hanson, president of Gettysburg College. The topic of the morning session—a panel discussion—was "Exploring the Profession in Crisis." The moderator was George J. Becker (Swarthmore), who introduced the topic.

The first speaker in the panel was Lionel Conrath (Pittsburgh) now with the Aluminum Company of America. Mr. Conrath spoke forcefully on his belief that the teaching profession as it exists in American colleges today does not offer a young teacher a large enough salary to live on and that therefore many young men and women are seeking other work which they do not like as well.

The next speaker was Elisabeth Schneider (Temple), who spoke on three aspects of the general topic: (1) women teachers in crisis, (2) the policy of an English department if and when it is necessary to make dismissals, (3) possibilities of improving the status of the humanities in colleges today.

The third speaker was Allan Halline (Bucknell), who after offering a rebuttal to some of Mr. Conrath's strictures upon the profession, suggested the increasing necessity that graduate schools make their students aware of the world situation, especially by teaching semantics and thus helping to clarify issues when political parties make "contrary statements" about the same event.

George Warthen (Gettysburg) was chairman at the luncheon session at 12:30 p.m. Greetings to the group were extended by Thomas Marshall (Western Maryland),

speaking for the central group of CEA and Robert T. Fitzhugh (Brooklyn), president of National CEA, who spoke of the growth of CEA. The luncheon speaker was Lt. Dearing, whose title was "The Tygers of Wrath and the Horses of Instruction." His contribution to the general theme of the meeting was a consideration of the political position of the college teacher.

William L. Werner (Penn State) was speaker at the afternoon session which began at 2:00 p.m. His topic was "Let's Stop Digging Up Henry James: an Essay on Literary Vogue and Popular Classics." Mr. Werner's thesis was that Henry James' works have little appeal for students today. He spoke of the two main revivals of interest in James: that reaching its peak in 1922-23 and declining to nothingness by 1928, the "heyday of the Lost Generation" and that beginning about 1933 and continuing to the present. Mr. Werner, emphasizing the average student's failure to enjoy James, said that the James formula was a "bit of conversation" from which he could spin a tale—a "web of imagined life," and added that James' style, though clear in his early works, became intricate and incoherent in his later works. Mr. Werner spoke of the fondness of the "New Critics" for James because of the many possible interpretations of his work but recommended that college teachers of English supplant him in the curriculum—Among possible substitutes with established popular appeal, Prof. Werner proposed—Gilbert and Sullivan, Conan Doyle (Sherlock Holmes), and General Lew Wallace (Ben-Hur). He recommended finally that since there is an interest in literature in college today, more teachers should take advantage of this and "come down into the market-place and give the people what they would read." "Nowadays when people look to the humanities for guidance, we should stress classics that are approximate and significant for our present problems."

Dean Arnold (Pennsylvania Military College) chairman of the nominating committee, submitted the following slate of officers for next year:

President—William W. Watt (Lafayette)
Vice-president—George J. Becker (Swarthmore)
Secretary-Treasurer — Lois Montgomery (Wilson)

There being no other nominations, the secretary was instructed to cast a vote for this slate.

A. O. Lewis (Penn State) moved that the Pennsylvania group of CEA call for open hearings on the question of the Loyalty Oath Bill for teachers—the Pechan Bill ((Senate Bill 27) now before the Pennsylvania legislature. Mary Sturgeon (Beaver) seconded the motion, which was passed. It was suggested that a copy of this request be sent to State Senator Rowland B. Mahamy, chairman of the committee on the Pechan Bill.

Kenneth Longsdorf (Franklin and Marshall) extended an invitation to the Pennsylvania group of CEA to meet at Franklin and

Marshall in 1952. He made a motion to this effect, which was seconded and passed. There being no further business, the meeting was adjourned.

BELLE MATHESON
Beaver College

Comment

"An excellent program. . . Lionel Conrath produced a humdinging indictment of the training of English teachers, the spirit of English teaching, etc. . . Bruce Dearing's talk was witty and eloquent, and much to points I enjoy seeing made. . . Bill Werner's paper was heartwarming. . ." Robert Fitzhugh.

George Becker gave a brilliant introduction to the morning session. . . Lionel Conrath's attack on the profession was colorful if a little extreme. . . I am concerned lest we be too much on record as unilaterally and naively anti-PhD and anti-research. . . In an excellent presentation, Elisabeth Schneider spoke charmingly and most thoughtfully. . . Allan Halline had much of value to contribute. . . The President of Gettysburg was most gracious and hospitable. . . —Bruce Dearing.

T. V. Smith Texas Talk

Continued from page 1, col. 4

At the beginning of his address Dr. Smith avowed that he began as a teacher of English, and so would end.

After this introduction, the speaker, "gathering fragments of his disordered self," sustained an autobiographic and reminiscent thread as he developed the idea of unity in the three disciplines of poetry, philosophy, and politics, to which he added a fourth, the discipline of science. In all there is a vision that gives centrality. Each originates in curiosity. "We know more than we understand."

Though all four disciplines originate in curiosity and the sense of wonder, the speaker distinguished them as to purpose: science, for the understanding and the manipulation of things; philosophy for the understanding and the manipulation of the mind; politics for the understanding and manipulation of people; and poetry for the understanding and manipulation of symbols. All these disciplines, re-iterated the speaker, are at bottom the same.

From this section of his talk to the end, Dr. Smith was the poet. The hub, the centrality of the disciplines, became the vision as he traced curiosity from the experience of his small daughter who extracted wonder from the cracks of second-rate apartment floors; the day when as a small child she came home from school to declare, "I hate poetry"; to the day four years later when, as a proud father, he overheard her quote an Emily Dickinson poem to her dog; and finally the year of her high school graduation when she had won an Honorable Mention in an Atlantic contest. But the climax was yet to come. This high school graduate wrote a poem with a repeated line that impressed the father, "Men must live". . . "Men must live." Dr. Smith suggested to her that they would call her poem "Youth" and

he would write as a companion poem a reply called "Age." His poem had the echoing line, "Men too must die." Humorously, Dr. Smith said that she rejected his poem, saying, "I'll have nothing to do with your collaboration. Mine is a poem; yours a parody, and it's pessimistic besides."

"The crowning glory of pedagogy," said Dr. Smith, "is the ability to educate without creating resistance."

"Creativity makes us brothers under the skin," said the speaker. The poet's discipline is "the best of all," he believes, because it is the mastery of symbols, the end of poetry being the expression of truth in a medium of beauty. His was the indirect method, for "teaching must emerge"—and these are Dr. Smith's words—"as a discovery."—MARGARET L. WILBY

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An ingenious and delightful work of literary detection. Baker shows, by actual clues in Dickens' story, the completion of the plot line and the solution of the mystery.

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Profession in Crisis

Continued from page 1
within the department is generally consulted or asked to make recommendations. This is where we come in. English departments can and do, in varying degrees, have something to say about how dismissals shall be determined within their own ranks.

Many of us must have pondered the very crucial question: On what basis should such dismissals—supposing them necessary—be made? Procedures vary greatly, but four factors are most often taken into account. They are seniority, rank, professional competence, and need. In some departments one of them alone may be the determining factor. More often a decision is reached on the basis of some compromise among all or several. Some departments, I understand, consider only the first of these, seniority, or a combination of seniority and rank. If three persons must be dropped, by this system the three newest members will automatically go, though if one of these is an assistant professor he may be spared at the expense of another instructor. Need is often a consideration too, though usually little effort is made to establish who are actually the more and the less needy except as this is implied in the distinctions between the single, the married, and those with children.

Some institutions, however, and some departments try as far as possible to make their decisions on the basis of competence. This is the hardest way, but it seems to me much the soundest. The other three criteria are easier to use because they are not subject to argument, they are less embarrassing, they seem more impersonal. It is not as hard to tell Mr. A., who is unmarried, that he will have to go rather than Mr. B., who has a wife and children—it is not as hard to do this as it is to tell A. that he is of less use to the department than B. It is also much easier to drop A. on the simple mechanical basis of his having

joined the department a year later than B. I believe, however, that departments and institutions that have made their decisions entirely on these easier grounds have weakened themselves greatly.

The first responsibility of an English department is to provide good teaching and a stimulating intellectual climate, and whatever other like objectives we choose to set up. It should not drift into regarding itself as primarily a haven for whoever got there first. We hear a good deal about seniority in industrial jobs, but I think we should find that even there seniority is a prime consideration only in the more mechanical kinds of work. In executive and other responsible positions, ability is usually what counts. I do not mean to suggest that we should ape industry, but only that the quality of work may perhaps be as important in our profession as in that of soap making. There is in many quarters a good deal of fear of "subjective" judgement, and it is thought better to avoid that in deciding upon dismissals. Wouldn't it, though, be just as sensible to dispense with "subjective" judgment when we hire a new instructor? We could set up the standard of what we require—say, a Ph.D. and three published articles of so many pages each—and then, in the name of objectivity take the first applicant who offered himself.

I have heard it seriously urged that a department has no right to use "judgment," which may be fallible, in deciding whether or not a man should be let go. No one questions the propriety of using subjective "judgment" or "opinion" in hiring a man. Yet after he has been with us for a time, when our judgement is founded on far greater knowledge than before, we must put our judgement in our pocket and use instead a criterion that may be "objective" (like seniority) but that is actually irrelevant to his value within the department.

But I must get on to the third question I wish to raise. Our general topic is the Profession in Crisis. The College English Association has, I understand, grown tremendously in recent years and has become more and more active and successful in its publications, regional organizations, meetings, etc. As a profession, however, we are still weak in influence—as are other professions concerned with the humanities when compared with the sciences and the social sciences, not to mention the non-teaching professions like law and medicine. In the present crisis we are not growing any stronger either.

I have wondered whether we might not find it valuable to have a sort of super-organization that would take in our entire profession. Such an organization would have an influence and a standing

in relation to other professions that no less inclusive one could have. If it were practical, I should suggest that the CEA should swallow the other English groups. But the others might not choose to be swallowed though they might choose to cooperate.

It seems to me that all members of our profession have enough in common to warrant some over-all organization. In recent years, the reaction of many English teachers against the old dominance of pedantic scholarship has been most salutary, but I think that the English profession as a whole would be weakened, at a time when we cannot afford to be weaker than we are, if these differences of emphasis produced an active split into hostile camps.

For this and other reasons I have wondered whether the top officers of the CEA, of the College section of the NCTE, the College Conference on Composition, and some kind of committee from the English people active in the MLA might be able to form a sort of super-English Association or whatever it might be. Perhaps this sounds like just one more organization to join that would duplicate what others do. But it need not be that. I do not visualize anything that would rule the profession with an iron hand quite as the American Medical Association does.

But the efforts of many of us to strengthen our own departments, to improve our teaching, to reduce the sizes of classes and teaching loads, these and many other things might be very practically assisted if there were some organization—a Council—or even a Committee—that could speak for the whole profession, could formulate perhaps certain standards that English departments should meet and perhaps publish an approved list of those that meet such standards. Just possibly it might even be able to thrash out the problems of graduate schools and the training of college teachers.

ELISABETH SCHNEIDER
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FOR DEAR OLD VIDEO U.

O, once, I've been told, if a prof was so bold
As to wander in late for a class,
He'd arrive at the spot, as likely as not,
To find they'd departed *en masse*.

He could wander about, he could grumble and pout,
And thunder and threaten, "I'll quiz you all!"
(An often-used phrase in those primitive days
Before we went audio-visual).

But now we've been freed from the pedagogue breed,
And we all enjoy our communion
With the things of the mind, since our prexy has signed
With the local Projectionists' Union.

No longer we flee from the poor Ph.D.
Who explains what was said and who said it;
We've traded our dean for a thirty-inch screen,
And we watch television for credit.

While the lore of the ages, on history's pages,
Was dry, enervating, and hoary,
Now we're getting the feel of it all from one reel
Of that thriller, "The Charlemagne Story."

As for literature, we have taken the cure
And thrown all our books out the window;
But, boy, is it groovy when seen in a movie
Starring Betty or Lana or Linda!

Why, even the Greeks weren't all of them freaks;
Have you seen Gary Cooper as Hector?
He was whizzing along—until something went wrong
With the Classics Department projector.

But if, just because of mechanical flaws,
You fear for our mental digestion,
You've failed to keep pace with the cultural race;
Yet it leaves one embarrassing question:

Though our prexy says study's for old fuddy-duddies,
And the student who labors and crams
Is committing a blunder—I can't help but wonder:
What about final exams?

Brooklyn College
L. B. SALOMON

Types and Technics in English Composition

by Frederick A. Manchester

This new English text combines the essential principles of writing with an illustrative anthology. The four standard types of composition—exposition, argument, description, and narration—are discussed regarding both form and subject matter. The selections are short and each is followed by a brief analysis of structure and style with suggestions for a similar Composition. About 352 pp.

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Summer Programs

The School of Modern Critical Studies at the University of Vermont will be in session from June 18 through June 29, 1951. Offering twelve advanced seminar courses in the criticism of major works of leading modern novelists and poets, the School will have as its staff: John Berryman, R. P. Blackmur, Malcolm Cowley, David Daiches, Elizabeth Drew, Irving Howe, and Norman Pearson. Enrollment is limited to "sixty undergraduate and graduate students of demonstrated scholarly achievement and critical aptitude." Further details may be had from the director, John W. Aldridge, Department of English, University of Vermont, Burlington, Vermont.

The Eleventh Annual Western Folklore Conference is to be held July 12-14, 1951, at the University of Denver, on the theme "Folklore Around the World." All meetings will be free, except for the Chuck Wagon Supper (Friday, July 13), for which reservations should be made in advance. Additional information may be secured from Prof. Levette Davidson, chairman, Department of English, University of Denver, Denver 10, Colorado.

Under the auspices of the Department of English, University of Denver, there will be the following additional summer activities: Regional Writers' Workshop (July 18-July 20), director Alan Swallow; Institute of Twentieth Century Studies (July 23-August 22), director Abram Fiskin; Basic Communication Workshop (July 23-August 22), director Allen Hubbell; Class in American Folklore (June 18-July 20; July 21-August 22), taught by Levette J. Davidson.

An eight-week writers' institute for would-be novelists, poets and other writers will be held at the University of Wisconsin, June 25-August 17.

Bulletin Board

Announcement has been received that *Atrium*, a literary magazine, is to be published three times a year at Emerson College, Boston, Massachusetts.

All subscriptions will become effective for the issue immediately following receipt of the subscription.

The board of editors consists of J. M. Eichrodt, David Beecher, Wesley Fuller, and Leslie McAllister.

In the first issue of *Origin: a quarterly for the creative*, the editor, Cid Corman, features Charles Olson, William Bronk, Samuel French Morse, W. C. Williams, Katherine Hoskins, Richard Eberhart, and others. Mr. Corman himself says: "*Origin* intends to create as substantial an outlet as possible for the finest new writers here and abroad. By 'new' I simply mean writers who are compara-

Alexander Cowie has this to say about Jenkins Ear (Macmillan), by Odell and Willard Shepard:

"Is there any good reason why the historical romance must consist merely of a crude chunk of tinkered history enacted by robots? Must the scene be a crass fake? Need the dialogue be a preposterous jargon 'authenticated' by a few *quothas* and *gadzooks*?"

"Odell Shepard and Willard Shepard prove that the answer to these questions is 'no.' Jenkins Ear is an enchanting story of real people, real places, and real doings. Though robust in tone, it excels in chiaroscuro, and it is festooned with wit. Here is an historical romance which the knowledgeable and the fastidious can read without feeling degraded and the less exacting can enjoy for its stout strand of adventure."

"Toward a Theory of Romanticism," an earlier version of which the author, Morse Peckham (University of Pennsylvania) presented at the Lafayette meeting of the Penn. CEA (1950), appears in the March 1951 issue of *PMLA*.

The forthcoming publication of Ellsworth Barnard's *Edwin Arlington Robinson: A Critical Study*, by Macmillan and Company, has been announced.

N. Bryllion Fagin (Johns Hopkins) has recently finished directing T. S. Eliot's *The Family Reunion*.

The annual conference of the New York State English Council (Syracuse, May 4 and 5) elected Strang Lawson, chairman, English Department Colgate University, as president.

Charles W. Cooper (Whittier College) is at work on the fifth volume (*Macbeth*) in his series of modern revised versions of Shakespeare's plays. The Foreword to the experimental edition of one of these works, *Julius Caesar*, states: "This is not a child's book, a Lamb's tale, a plot summary, or the play in story form. It is not condensed or expurgated..." Experimental projects in the use of these modernizations are under way both in Seattle and Los Angeles in selected high school classes. A review of the enterprise has appeared in the *California Journal of Secondary Education*; and Prof. Cooper has received warm letters of commendation from a number of school people.

Mrs. Floyd McGranahan has become dean of women at Beloit College, Wisconsin, and expresses grave concern lest, because of this move away from all but three hours of teaching, she be "expelled from the College English Association." On the contrary, as a pedagogic beachhead on administrative terrain, Dean McGranahan becomes all the more valuable a member of CEA. More power to her in her new post—or, shall we say, outpost?

PERSONALS AND

Sarah Wingate Taylor, can College, has served a man of the board of the 1951 San Francisco Society Dramatic Monologues. Other judges of this were John Dodds, Leland S. and George Hedley, chap Mills College. Clarence Fa to have served as one judges, but his appointment executive office with the Foundation prevented his

Prof. Taylor has been ju so, for the 1951 San F Bay Area Silver Ann Poets' Contest. Californi president Lionel Stevenson versity of Southern Cal was guest speaker.

It is reported that th number of entries in bo tests was 300; and that " much ferment of poetic in this region. Special prizes ferred for student entries high quality of work app ecially among the stu Kate Rennie Archer and C Topping—of Dominican, and eley High School respecti

The Writers' Club and Tau Delta, sponsored by M tie M. Dykes of the Eng partment of the Northwe our State College at M Missouri, is bringing out of college verse under the Signatures. It is hoped th a book can be brought out ally.

Our most interesting ex presently is "A Project lish," resulting from coo between the Division of Tr Industries and the Depart Languages and Literat experiment—in a word—is dent-teachers conducting in communication skills f cial Students" of the Div Trades and Industries. Ha take no academic subjects Students need instruction ing, writing, speaking, an ing. Giving them such in created a problem which far) been satisfactorily through the Division of Tr Industries—Department Languages and Literature ("P English." J. RANDOLPH Savannah State C

The *Prairie Schooner*, s by the University of N Press, is observing its tw anniversary in 1951. It is the oldest "little" magazin quarterly has been edit beginning by Prof. Lowry bery of the department lish.

Dr. John C. Neihar the luncheon speaker at the meeting of the Nebraska Guild in Lincoln. He is an editor of the *Prairie Schoo* honorary degree of Doctor erature was conferred up 1917 by the University of ka.

Dr. Neihardt was decid poet laureate of Nebraska by a joint resolution of

CEA AND NOTATIONS FOR THE RECORD

George Taylor, Dominick has served as chair-board of judges for Francisco Browning Monologue Con-judges of this contest odds, Leland Stanford, Hedley, chaplain at Clarence Faust was ved as one of the his appointment to fice with the Ford prevented his serving. or has been judge, al- 1951 San Francisco Silver Anniversary est. California CEA nel Stevenson (Uni- Southern California) eaker.

orted that the total entries in both con- 0; and that "there is t of poetic interest in Special prizes are of- uident entries, and a of work appears es- ing the students of Archer and Constance Dominican, and Berk- hool respectively."

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C. Neihardt was speaker at the Spring e Nebraska Writers pln. He is an advisory rairie Schooner. The ree of Doctor of Lit- conferred upon him in niversity of Nebras-

dt was declared the of Nebraska in 1921 solution of the State

George J. Spears is assistant to the director of the new two-year associate degree program (Division of General and Technical Studies) and Co-ordinator of the 5500 student evening session in the Millard Fillmore College of the University of Buffalo.

Beginning its third year, the *Periodical Post Boy* gives as prime reason for "courage and high expectation" the "progress of the great microfilming project now under way at Ann Arbor."—"probably the most important single development that could take place to broaden and deepen the study of British periodical materials in America."

Members of the English department were among those fired at Rollins College. We hear that the dismissed faculty members have been invited to reinstatement, but that the interim period was "pure, undiluted hell."

Robert Penn Warren has been appointed professor of playwriting in the department of drama at Yale. Mr. Warren will succeed Marc Connelly, lecturer in playwriting. The permanent appointment of Mr. Warren follows his one-semester tenure as visiting professor of English at Yale.

Edward K. Brown (Chicago), former director of the College English Association, died April 23.

Harold H. Scudder, a member of the faculty at the University of New Hampshire for thirty-six years and an authority on American literature, died April 19 at the age of 71 after a brief illness. He had retired in 1949.

From 1941 to 1944, Prof. Scudder was acting dean of the College of Liberal Arts. The College English Association recalls, with gratitude, Prof. Scudder's pre-war activity on behalf of its regional affiliate, the NECEA.

David F. Coldwell is doing research work at the University of Edinburgh for the degree of Doctor of Letters. He is working on an edition of Gavin Douglas' translation of the Aeneid for the Scottish text Society.

Anthony Hecht has been awarded a fellowship in literature at the American Academy in Rome, the first award of its kind to be made by the American Academy of Arts and Letters.

The fellowship, which includes \$3,000 cash, is in keeping with the academy's furtherance of the arts in this country and its encouragement of younger artists and writers of ability. Paul Manship, president of the academy, said that the organization might make the award an annual one.

Guggenheim Awards
(Selected List)

At the University of Tulsa one experiment is being continued and another is begun. Donald E. Hayden is teaching World Literature by radio. The goal is to offer at least thirty hours of Liberal Arts courses over a period of 7 years. The new experiment is an evening course in Semantics which Paul Alworth and Donald Hayden jointly teach in the downtown college. . . Prof. Alworth last fall read a paper on war poets at the South-Central MLA. . . Lester Zimmerman has finished work on his Ph.D. from Wisconsin. Dean E. H. Criswell continues as an officer of the American Dialect Society. . . Donald Hayden serves this year as secretary of the College Section of Oklahoma Teachers of English. . . The Jan. 1951 issue of MLN carried his article on Wordsworth's "Borderers", and he is publishing a book on Wordsworth.

The University of Wyoming Department of English has this semester for the third year offered an "Hour With Literature" series, open to the general public, of eight lectures by eight members of the department. The course this year dealt with the Twentieth Century novel, and was sufficiently popular to call for a repeat in the neighboring city of Cheyenne, and a request for information on next year's program from another Wyoming city.

Michigan CEA

Under the general chairmanship of Carson C. Hamilton (Michigan State), CEA regional activity in Michigan is making progress. Following is a list of present committees: Program—Hoover H. Jordan (MSNC), Ralph N. Miller (W. Mich.), Kathryn Rob (Marygrove) chairman; Membership—Frank L. Huntley (Mich.) chairman, Joseph J. Irwin (Albion), Donald J. Lloyd (Wayne), Anne McGurk (MSC), Janet K. Shoemaker; Nomination—Sister M. Aquin (Aquinas), Joseph J. Irwin (Albion) chairman, Joseph Prescott (Wayne); Constitution—Thomas L. Dume (Detroit Tech.), Donald J. Lloyd (Wayne) chairman; Publicity—B. Bernard Cohen (Wayne), Theodore B. Strandness (MSC) chairman.

Any college teacher of English in Michigan—whether or not he is a member of national CEA—who is interested in a Michigan regional CEA affiliate, and who has not yet been reached by Carson Hamilton, is urged to get in touch with him.

The Michigan State College Press has been appointed by Basil Blackwell, Publisher, as his representative in America for the

fective for the issue immediately following receipt of the subscription.

The board of editors consists of J. M. Eichrodt, David Beecher, Wesley Fuller, and Leslie McAlister.

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The new Indiana University Press will be directed by Bernard B. Perry, who has recently completed two chapters for a book entitled *How to Write for Pleasure and Profit* (edited by Warren Bower of N.Y.U.), and scheduled for October publication by Lippincott.

The MLA Style Sheet, 32 pages, reprinted from PMLA, April 1951, presents a common style for forty-six journals, together with a record of the variant requirements of thirty-two additional journals. Orders for copies should be addressed to: Treasurer, Modern Language Assn., 100 Washington Square East, New York 3, N.Y. Prices: single copies—10 cents each; 2 to 24—10 cents each; 25—\$2.00; 26 to 49—8 cents each; 50—\$3.50; 51 to 59—7 cents each; 100—\$5.00; 101 or more—5 cents each. This venture is a money-losing service to the profession. It deserves our support and thanks.

The United States National Student Association announces the publication of the third annual edition of "Work, Study, Travel Abroad, 1951" a comprehensive outline of summer educational travel opportunities abroad for American students.

This compilation is available at fifty cents per copy from the U.S. National Student Association, 304 North Park St., Madison 5, Wisconsin.

Prism has appeared in the California Journal of Secondary Education; and Prof. Cooper has received warm letters of commendation from a number of school people.

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W. Powell Jones, who became Dean of Adelbert College of Western Reserve University in 1947, still teaches one undergraduate course—his two-semester introduction to literature. Interestingly enough, this course, since 1930, has been called "Great Books"—long before St. John's and Chicago had popularized the term but long after Professor Jones had got the idea from his teaching at Harvard and his reading about John Erskine at Columbia.

Cf. Prof. Jones' article "What English Teachers Should Teach—and How," in the AAUP Bulletin, Summer, 1951.

We regret having to note that John Erskine died June 2, 1951.

Levette J. Davidson was chairman of the May 5th meeting of the Colorado-Wyoming Academy of Letters at the University of Denver. Among the papers presented were: "Charles Dickens and his Publishers," James L. Harlan (Colorado A & M College); "Hemingway's 'Primitive Man,'" Thomas B. Burnham (Colorado State College); "A Good Artist Fallen Among Fabulists: Bernard Shaw and his Critics, 1946-1951," E. J. West (University of Colorado).

Ben W. Fuson, associate professor of English at Park College (Parkville, Missouri) has been elected national president of Gamma Upsilon. This is the "honorary" fraternity devoted to recognition of and aid to campus publications in the smaller liberal arts colleges where journalism is not a major vocational concern and where the larger old-time professional journalism fraternities do not operate. (For details write Prof. Fuson.)

by the University of Nebraska Press, is observing its twenty-fifth anniversary in 1951. It is one of the oldest "little" magazines. The quarterly has been edited from the beginning by Prof. Lowry C. Winberry of the department of English.

Dr. John C. Neihardt was the luncheon speaker at the Spring meeting of the Nebraska Writers Guild in Lincoln. He is an advisor and editor of the *Prairie Schooner*. The honorary degree of Doctor of Literature was conferred upon him in 1917 by the University of Nebraska.

Dr. Neihardt was declared the poet laureate of Nebraska in 1925 by a joint resolution of the State senate and house of representatives—the first official recognition of an American poet by a law-making body—in recognition of the American epic cycle of pioneer life upon which he was working.

Dr. Louise Pound is the chairman of a committee of judges for the annual short story contest of the Delian Union Literary Society of the University of Nebraska. Three cash prizes are offered students in the contest. Mr. Winbur Gaffney of the English department is also a judge.

The Louise Pound award is granted by the American Association of University Women will be used during the 1951-52 school year by Mrs. Baldomera E. Masamas at the University of Iowa.

Dr. Robert E. Knoll has joined the staff of the Bibliography of the Present Day English of American Speech quarterly, reporting on publications concerned with folk lore.

Miss Mamie J. Meredith is the author of "The Nomenclature of American Pioneer Fences" in the June issue of the *Southern Folklore Quarterly*. The *Nebraska History* quarterly will print in June the paper on fence nomenclature given by Miss Meredith at the 1950 annual meeting of the American Dialect Society.

Miss Meredith is a member of the Research Committee in New Words of the American Dialect Society which prepared "Words and Meanings, New" for the *Encyclopaedia Britannica* annual supplement *Book of the Year 1950*. She is also a member of the Present Day English bibliographical staff of *American Speech*, and of the editorial staff of the *American Business Writing Bulletin*.

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Guggenheim Awards

(Selected List)

Benjamin Botkin, a study of contemporary American folklore; Lily Bess Campbell, a study of Christian reaction to classical paganism in the Renaissance in England; John Cheever, creative writing; James Lowry Clifford (Columbia), a study of the youth of Dr. Samuel Johnson; Thomas W. Copeland (Chicago), an interpretative study of Edmund Burke's writings on the French Revolution; E. E. Cummings, creative writing; E. Talbot Donaldson (Yale), studies of the three versions of Piers Plowman; Norman E. Eliason (North Carolina), studies of the history of the English language in North Carolina; William Goyen, creative writing; Horace Victor Gregory (Sarah Lawrence), studies of the life and times of James McNeill Whistler; Cecil Y. Lang (Yale), research toward the preparation of an edition of the collected letters of Algernon Charles Swinburne; William Dougold Macmillan III (North Carolina), studies of the dramatic works of John Dryden; Rosalie Moore, creative writing; Philip Rahv (N.Y.U.), a critical study of the Russian novelist Dostoevsky; George Winchester Stone, Jr. (George Washington), studies of the history of dramatic performances in London in the 17th and 18th centuries; Arnold Olaf Sundgaard (Bennington), creative writing; Ernest Lee Tuveson (University of California, Berkeley), a study of the influence of progressivism on the literary imagination of Shelley and of other English 19th century writers; René Wellek (Yale), studies in the history of literary criticism since 1750.

Robert Frost was recipient of an honorary degree from the University of Massachusetts at its Commencement exercises.

J. Irwin (Albion) chairman, Joseph Prescott (Wayne); Constitution—Thomas L. Dume (Detroit Tech.), Donald J. Lloyd (Wayne) chairman; Publicity—B. Bernard Cohen (Wayne), Theodore B. Strandness (MSC) chairman.

Any college teacher of English in Michigan—whether or not he is a member of national CEA—who is interested in a Michigan regional CEA affiliate, and who has not yet been reached by Carson Hamilton, is urged to get in touch with him.

The Michigan State College Press has been appointed by Basil Blackwell, Publisher, as his representative in America for the quarterly *Essays in Criticism*. Mr. F. W. Bateson, editor, has appointed Prof. A. J. M. Smith (East Lansing) as the American assistant editor.

The Linguistic Society of Southern Michigan, with members from the English and Language departments of Michigan State, Albion, the University of Michigan, Wayne University, and other local colleges, gets together twice a year at luncheon meetings at one or another of the participating institutions. It is affiliated with the Linguistic Society of America. Membership includes a subscription to LANGUAGE LEARNING, a quarterly journal of applied linguistics, published by the staff of the English Language Institute of the University of Michigan. Several papers are read at each meeting, half devoted to linguistic theory and study, and half to the practical concerns of teaching. Papers have been read at recent meetings by C. C. Fries, Albert H. Marckwardt, Harold Basilus, Robert Geist, and Harry Josselson, presenting important new materials on language study and teaching.

The House of Books, Ltd. (2 West 56th Street, New York City, 19, N. Y.) announces the publication of a long new poem *Hard not to be King*, by Robert Frost. Publication date July 1, 1951. Designed and printed by Peter Beilenson, there will be 300 copies, bound in cloth and signed by the author.

THE CEA Supplement

Vol. XIII No. 5

Published at Amherst, Mass.

Editorial Office

CEA Bureau of Appointments

Albert Madeira, Director

The attention of department chairmen, especially, is called to the list of registrants which follows. As of late May, there are 135 persons registered with the Bureau of Appointments. With few exceptions these registrants do not have any positions at all in prospect for next year; a very few seek better jobs.

The Bureau of Appointments expects to be in operation all the coming summer, in the hope that department chairmen will know better their needs as fall approaches. Further information on any registrants will be sent out immediately. Please note that the numbers of the registrants should be mentioned when writing in concerning them.

1. Man, Ph.D. candidate, 5 years experience, American Literature.
2. Man, Ph.D., 11 years experience, American Literature, 17th Century.
3. Man, Ph.D., American Literature, 3 years experience.
4. Man, A.M., 4 years experience, Composition.
5. Man, Ph.D. candidate, 3 years experience, American Literature, Drama, 19th Century.
6. Woman, Ph.D., U. of Pa., 7 years experience, Renaissance, Elizabethan drama, Metaphysical poetry, Restoration and 19th century drama.
7. Man, Ph.D., 8 years experience, American Literature.
8. Man, Ph.D., U. of Pa., 20 years experience, American Literature, English Literature, Composition.
9. Man, Ph.D., U. of Iowa, 20 years experience, Victorian, English novel.
10. Man, M.A., Middlebury, 22 years experience, English Literature, mathematics.
11. Man, M.A., Columbia, 1 year

experience, Contemporary British Literature.

12. Man, Ph.D., U. of Pa., 5 years experience, American Literature, and Civilization, American poetry.
13. Man, Ph.D. candidate, 6 years experience, Victorian Literature, American Literature.
14. Man, Ph.D. candidate, 8 years experience, 18th century Literature, Latin, Greek.
15. Man, Ph.D. candidate, 2 years experience, 17th century English Literature, Contemporary poetry.
16. Woman, Ph.D., 25 years experience, 16th, 17th, 19th Century English Literature.
17. Woman, Ph.D., U. of Wisconsin, 12 years experience, Composition, British-American literary relations.
18. Woman, Ph.D., Cornell, 4 years experience, 19th Century English Literature, Survey, Composition.
19. Man, Ph.D., 10 years experience, 19th century Novel, Romantic poets, editing, creative writing.
20. Man, A.M., Columbia, Harvard, 5 years experience, Comparative Literature, Contemporary Literature, Criticism, Composition.
21. Man, Ph.D. candidate, 22 years experience, English Literature, personnel and research training.
22. Woman, M.A., U. of Kansas, 19 years experience, English Literature, Latin.
23. Man, Ph.D. candidate, 9 years experience, Literary criticism, Composition, Modern poetry, 17th Century Literature.
24. Man, Ph.D. candidate, no experience, English Literature.
25. Man, Ph.D., Brown, 7 years experience, Dramatic Literature, 19th Century Literature.

26. Man, Ph.D. candidate, experience, 17th century peare, European Renaissance, American Literature.
27. Man, Ph.D., 15 years experience, Creative Writing, Course, American Literature, World Literature.
28. Man, M.A., 6 years experience, General Literature.
29. Man, M.A., 15 years experience, Drama, Composition, American Literature.
30. Woman, Ph.D., 8 years experience, Drama, English literature.
31. Man, Ph.D., Stanford, peare, 17th, 18th, 19th Literature.
32. Woman, M.A., 25 years experience, 19th century, composition.
33. Man, Ph.D. candidate, experience, freshman, Victorian, technical.
34. Woman, Ph.D., 10 years experience, American Literature.
35. Woman, Ph.D., 14 years experience, Drama, Speech, for foreigners, experimental theatre.
36. Man, Ph.D., 5 years experience, Renaissance, 18th, 19th English, excellent Shakespeare background.
37. Woman, Ph.D., 6 years experience, American Literature, 17th, 18th century.

To Albert Madeira:

It is pleasant to hear from the CEA and to know that at least one organization is making an effort to help members of the profession who are bogged down by the present uncertainty. I wish you success, not only on my behalf, but on that of the others whose future is at stake.

COMMENTS

A C R I T I C lement

Editorial Office, University of Massachusetts, Amherst, Mass.

May, 1951

ents

D. candidate, 1 year
17th century Shakes-
ropean Renaissance,
Literature.

D., 15 years experi-
ence Writing, Survey
American Literature,
Literature.

A., 6 years experi-
ence Literature, Drama.
A., 15 years experi-
ence Composition, Am-
erican Literature.

Ph.D., 8 years experi-
ence, English Litera-
ture.

D., Stanford, Shakes-
peare, 18th, 19th Century

M.A., 25 years experi-
ence 18th century, composi-

D. candidate, 15 years
experience, freshman, remedial,
technical.

Ph.D., 10 years experi-
ence American literature.

Ph.D., 14 years experi-
ence, Speech, English,
Drama, experience in ex-
perimental theatre.

D., 5 years experience,
18th, 19th century
Shakespeare

Ph.D., 6 years experi-
ence American Lit., 19th cen-
tury.

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ACLS Fellowships

The ACLS has announced a program of awards for individuals to be designated ACLS SCHOLARS, to be chosen from teachers in the humanities temporarily displaced from college and University faculties as a result of the defense emergency. The candidate must have demonstrated a high degree of scholarly attainment in one or more of the humanistic disciplines. He must have the Doctorate of Philosophy or its equivalent in training and experience... No candidate will be considered who, at the time of application, has an assured faculty position for 1951-52. Appointments as ACLS Scholars are open only to men and women who are U. S. citizens.

The ACLS is now offering an additional number of Faculty Study Fellowships in a special series for 1951-52. These awards will be limited to faculty members of colleges or universities compelled to reduce teaching staff for 1951-52.

The nominee must have demonstrated a high degree of scholarly competence in a speciality within the humanistic area of learning, including philology, languages, literature, linguistics, and folklore. He must show a desire to broaden the basis of his scholarship by planning study in a field which has not been an important part of his educational experience. . . The candidate must have a Doctorate of Philosophy or its equivalent and at least two years' college or university teaching experience as an instructor or above. Fellowships are open to qualified men and women who are citizens of the United States.

Requests for Nomination Forms should be made immediately to the Secretary for Fellowships, American Council of Learned Societies, 1219 Sixteenth Street, N. W., Washington 6, D. C.

U. OF CONN. OPENINGS

We are informed that the announcement about part-time instructorships in English at the University of Connecticut is still alive. Qualified students who plan to begin or continue graduate study in English are eligible. The minimum stipend for half-time instructors will be \$1550 for nine months' service.

Applicants should forward a brief account of themselves and their plans, a transcript of their academic records, and two letters of recommendation. A photograph is desirable. Materials should be addressed to: Leonard F. Dean, Head, Department of English, U25, University of Connecticut, Storrs, Connecticut.

Professors in Industry

Plans to hire for at least a year "ten or more" college professors and instructors who would be released from teaching assignments because of shrinking college enrollments have been announced by Frank W. Abrams, chairman of the board of the Standard Oil Company (New Jersey).

Those chosen shall have had three years' teaching experience, shall be actively engaged in teaching at the level of college instructor or higher and shall plan to return to teaching after completion of the assignment with the company.

Company officials state: "A historian or economist might find himself sitting in on our board meetings at the head office. Of course, we might have some difficulty with a professor of ancient languages, but even that might be worked out."

Arrangements are being made to have an accredited academic foundation assist the company in choosing the ten to twenty men it hopes to put to work by September.

To Albert Madeira:

I want to thank you for your

C A R Y

COMMENTS

I enclose a check for \$2.50 for the College English Assn. Have you ever stopped to think of THE compelling argument in favor of being a narrow specialist? I am not a narrow specialist, and I find myself a member of literary, psychological, anthropological, psychiatric, art, jazz, philological, philosophical, speech, pedagogical, consumer cooperative, and semantical societies. The dues eat up the royalties of *thousands* of copies of *Language in Thought and Action* annually, I'm sure ... I join CEA only because of my regard for you. Don't you DARE become the executive secretary of still another organization for me to join.

S. I. HAYAKAWA
Chicago, Illinois

As a neophyte teacher (at Tufts from 1947 to 1950) I was grateful for the persistent attention the CEA gave to teaching problems that were immensely pertinent to the courses I taught and the effectiveness of my conduct of them. Now as a graduate student again I am still grateful to THE CRITIC. It works as an important antidote to all kinds of debilitating pedanticism, and it helps considerably to reassure one's faith in the largeness and vitality of the profession.

Accolades must be nothing new, but you may enjoy this affirmation that THE CRITIC is absorbing from either side of the lectern. It heartily assists one's assessment of the kind of teacher and scholar one desires to be.

JOHN HICKS
Boston, Mass.

The Jan. issue of CRITIC, just in, looks like one of the best — in fact, the best, bar none, in terms of visible growth toward helping to formulate secondary, undergrad., and grad. programs. Also enjoyed the supplement, especially since I think the italicized statement on p. 4 remarkably to the point. I'm convinced that the Jan. issue will do more than has been done before to jell the situation at what may be a critical time here in Michigan.

CARSON C. HAMILTON
Michigan State

Concerning Albert Guérard's CEA CHAP BOOK, *The Quick and the Dead*, the editor of another of our professional publications has observed: "I wish everybody could read it."—To which the reply has been made: "Too large an order: let us say modestly: 'Everybody who is anybody.'"

I enjoyed the New York meeting very much, especially Professor Fitzhugh's paper on humor and Professor Guérard's talk on comparative literature. We need more of both in our profession.

R. P. ADAMS
Lafayette College

... Good luck. Take care of yourself. Take care of the starving humanities.

THOMAS W. COPELAND
University of Chicago

I am enclosing a check for \$2.50 in payment of membership dues and subscription to THE CEA CRITIC. As a teacher I have long admired the policies and values expressed by the College English Association; last year, when I was pursuing fulfillment of residence requirements for the doctorate at Boston University, I learned to appreciate them even more.

SAMUEL FRENCH MORSE
E. Kentucky State College

I wish to add a personal note of praise for THE CEA CRITIC. Your work is enjoyed and appreciated in this quarter. I do hope THE CRITIC will stress the teaching of English rather than researches."

EDWIN E. HANSEN
Harvard University

Like many others, I think you are doing an excellent job of making THE CRITIC lively and rewarding. It is a pleasure to enclose my check for renewal of membership in the CEA.

DEAN B. LYMAN, JR.
Alamosa State College
Alamosa, Colorado

I always found my association with the CEA helpful as was THE CRITIC.

ARTHUR W. PEACH
Northfield, Vt.

I think you are doing a thing very valuable with CRITIC as it is. The neatness of the format is a relief from the plushiness of the review subsidized for the New York Times, like especially the titillating, ridiculous. When I read that I have been let into the Ivory Tower and am breathing the free air breathed by others and literary communists, British periodicals like *Statesman*, or in the present economic area by our *New Republic*. I like for-all give and take. Drastic changes are in

JOSEPH E. BAILEY
State University

... The impulses that drive me as strong as the drive to CEA, as I remember despite the rise of the tide on Communication and of the National Council of the Provinces was, I believe, of the undergraduate English, including the preparation for such teaching in the province, freshman college only a part.

FRANCIS
Duke University

On Teaching

Your April issue contains many fine comments that ring to several of the teachers who spoke out. Since a few of these men have been in the PMLA directory, may I send my letters to them and you for assistance in reaching to the correct address.

I am eager to get on with concerning standards and loads. We teachers in the state must be alert professionals to realize the necessity now when the state legislature has decreed that every school and university must reduce to the ratio of one student to one teacher. That English teachers' heavy loads to offset the necessarily carried in state schools.

AUTREY NELL
Texas State
Women
(President, Teachers' Association)

T A R Y

you are doing some-
valuable with the CEA
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ages are impending.

EPH E. BAKER
ate University, Iowa

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such teaching; in that
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FRANCIS E. BOWMAN
Duke University

teaching Load

ril issue contains so
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eral of the professors
out. Since I don't find
these men listed in my
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to them and call on
istance in mailing them
ect addresses?

er to get information
standards and teaching
teachers in Texas need
professionally, and we
necessity acutely right
the state legislature has
at every state college
ity must reduce its fac-
ratio of fifteen stu-
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h teachers will carry
to offset light loads
carried in some depart-

TREY NELL WILEY
as State College for
Women
resident, Texas CCTE)

May CEA Chap Book

In one of his cordial letters, Rev. Arthur MacGillivray, S. J., head of the English Department at Fairfield University, writes:

The CRITIC is, thanks to your direction, very much alive and always interesting. I should like to see more discussion of the moral values inherent in literature, because I am led to believe that in many American colleges such values are either entirely neglected or superficially pooh-poohed. What, for instance, would many of our American teachers make of Douglas Bush's remark: "What is the ultimate end, according to my creed, is that literature is ethical, that it makes us better"? (*Kenyon Review*, Winter 1951, XIII, 1, p. 86).

The remark, taken out of context, may seem jejune, but looked at in its complete setting it presents a point of view that many teachers would dismiss with the convenient word "reactionary."

Our nation, notoriously lax in its appreciation of spiritual and moral values, needs teachers who are fundamentally trained to view things *sub specie aeternitatis*. The *mundi* attitude, with its ignorance of even the natural law, makes of our critics and teachers gullible stooges of Joe Stalin—this is a logical nexus and no red herring.

Keep up the good work, Dr. Goldberg. It is good for us to "be wise and learn from one another!"

The Chap Book accompanying this issue of THE CEA CRITIC—"The Responsibility of the Teacher of Literature to the Humanities," by Reginald Cook, director of the Bread Loaf School—will be welcomed, we trust, as an eloquent contribution to the sort of thinking about literature which Rev. MacGillivray calls for in his letter to the editor. For cooperation in this Chap Book venture, we wish to thank, especially, President Samuel S. Stratton of Middlebury College, Prof. Howard Mumford of the same institution, and Prof. Charles DuBois, of the University of Massachusetts.

NEXT ANNUAL CEA MEETING

DECEMBER 27, 1951

6:00 - 9:00 P.M.

DETROIT, MICHIGAN

to put to work by September.

To Albert Madeira:

I want to thank you for your recent reports, and for your work in general, which I realize fully is a genuine labor of love. It was a pleasure to meet you in New York, and I look forward to future meetings.

I appreciate the efforts the Bureau is making against formidable obstacles. I hope the situation clears up this summer.

BUREAU OF APPTS. OFFICE

I have wanted to tell you that I found the CEA Bureau of Appointments set up at the Statler no end of help to me. During two busy days I interviewed better than twenty candidates in the commodious and quiet quarters you provided. Two of these persons have accepted faculty appointments with us for next year. Madeira's courtesy was unfailing and the files on candidates ample. I can heartily recommend to English department chairmen that they investigate the resources of CEA's Appointment Bureau.

Russell Noyes
Indiana University

Sept. CRITIC

Donald Lloyd's "Snobs, Slobs, and the English language" is to appear in the forthcoming issue of *The American Scholar*. In the same issue, Jacques Barzun will offer "The Retort Circumstantial." Lloyd's article arose out of a long correspondence between him and Prof. Barzun occasioned by some remarks the latter had made on linguists and linguistics in *The Nation* for October 15, 1949. It was Prof. Barzun himself who recommended the article to *The American Scholar*; and it was the editor of the publication, Mr. Haydn, who helped the author reduce the article from an original 10,000 words of "massed evidence" to 3,500. Lloyd writes: "I can't express my admiration for Jacques Barzun for his good offices in pressing this paper into publication."

By special arrangement with Messrs. Haydn, Lloyd, and Barzun, THE CEA CRITIC will distribute both "Snobs, Slobs, and the English Language," and "The Retort Circumstantial," as a supplement to its issue for September.

Prof. Lloyd is recipient of an ACLS Faculty Study Fellowship for next year. He is serving on the Michigan CEA Committee.